DOCUMENT RESUME

ED 221 327 RC 013 599

TITLE	P.A.C. Training Guide = Guia de Entrenamiento.
INSTITUTION	Colorado Migrant Education Resource Center (CoMerc), Longmont.
PUB DATE	27 Oct 81
NOTE	54p.
LANGUAGE	Spanish; English
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Advisory Committees; *Leadership Responsibility; *Migrant Programs; Parent Associations; Parent Participation; Parent School Relationship; *Parliamentary Procedures; *Training; Training Methods
IDENTIFIERS	Agenda Setting; *Parent Advisory Councils

ABSTRACT

Intended to give Parent Advisory Council (PAC) members exposure to their roles and responsibilities, the guide, written in Spanish and English, provides information on how to train PAC members on parliamentary procedures (Roberts Rules) and the importance of agendas and agenda construction. The guide's eight sections cover the rules/regulations, duties of the PAC, responsibilities of the operating agency, duties of the president, the necessity for an agenda, typical meeting agenda, parliamentary procedures, four tips in training parents, the requirements for parental involvement, council requirements, the need to set standards at PAC meetings, definition of four types of motions, and procedures for deciding the outcome of the motion. Examples of the various motions are provided. Some suggestions on how to improve parental involvement in the Migrant Education Program are appended. The suggested ideas, resulting from a national institute held for Title VII bilingual program administrators, cover ways to involve the PAC in a local migrant program, basic points that parents should be made aware of in PAC training sessions, how to relate with migrant parents, concerns of migrant parents regarding the migrant program, and kinds of strategies that can be used to minimize and eliminate confrontations between PAC's and school districts. (NQA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED221327

P.A.C. TRAINING GUIDE

GUÍA DE ENTRENAMIENTO

RC013599

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
CoMERC
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CoMERC
10/27/81

TO: All Trainers of Migrant Parent Advisory Councils

FROM: Richard García R.G.

DATE: October 27, 1981

This PAC training guide is a tabulation of many resources. It can be used in conjunction with the Parent Power in the Migrant Education Program: How to Make a Difference (National Council of La Raza, 1980). The sole purpose is to give your PAC members an exposure to the roles and responsibilities as PAC members. It gives you a vehicle on how to train the PAC on parliamentary procedures (Roberts Rules) and the importance of agendas and agenda construction.

The print is large enough in order to allow you to make transparencies. If you have any questions do not hesitate to give me a call.

CONTENTS
CONTENIDO

	PAGES
RULES/REGULATIONS	1-3
DUTIES OF THE PAC RESPONSIBILIDADES DEL PAC.	4-5
RESPONSIBILITIES OF THE OPERATING AGENCY RESPONSABILIDADES DE LA AGENCIA OPERANTE	6-7
DUTIES OF THE PRESIDENT RESPONSABILIDADES DEL PRESIDENTE	8-9
WHY IS AN AGENDA NECESSARY POR QUÉ ES LA AJENDA NECESARIO	11-12
TYPICAL MEETING AGENDA.	13
PARLIAMENTARY PROCEDURES PROCEDIMIENTOS PARLAMENTARIOS.	14-40
SOME TIPS IN TRAINING PARENTS CONSEJOS EN EL ENTRENAMIENTO	41
APPENDIX A APÉNDICES.	42-46
APPENDIX B APÉNDICES.	47-49

The rules and regulations (Federal Register/Vol.45, No.66/Thur., April 3, 1980) requires that state and local educational agencies, "actively seek the involvement of parents in the planning, operation, and evaluation " of the migrant education program.

Las leyes federales requieren que los estados y los distritos escolares "busquen actívamente el envolvimiento de los padres en planear , operar y evaluar" programas migratorios educativas.

1.

Reference Fed. Register/Vol. 45, No. 66/Thurs., April 3, 1980

Rules/Regulations Pg. 22668-22669

Requirements for Parental Involvement

I. An S.E.A. shall require each operating agency to:

1. Solicite actively parental involvement in the planning, operation and evaluation of its project

How?

To solicite for the above, this can be done in different forms:
- Bilingual letters to parents asking for their input
- Parent surveys on how they feel about the program
- Parent inservice on the purpose for evaluation
- Parent inservice on the MSRTS and its content
- Parent inservice on the Basic Skills
- Seek advise on the selection of staff
- Parent/Teacher conversations on progress of student
    - By home visits
    - At the supermarket
    - Invitations to the classroom
    - Implement a Parent/Teacher Room

2. To establish and consult a Parent Advisory Council

II. What are the council requirements?

1. Must be composed of people who know the needs of migratory children.
2. To the extent possible, the membership of each council must be elected by parents of eligible migratory children.
3. A majority of the members of each council must be parents of children who are being served or who are eligible to be served.

How do we do the Above?

In most cases there are former migrant families that have settled out and are currently living in that community. Contacting those families and asking for their participation by letter or through a Pot-Luck or other activities.

To the extent possible the recruitment of parents to the Advisory Council could be done through letters, during parent nights, home visits etc.

To Nominate this could take place during a parent night and possibly elect the same night.

To provide for more voting participation one could develop a bilingual ballot and either mail them or use the children as a delivery system. To follow-up on returned ballots make some home visits?

4. Each L.E.A shall give its parent advisory council the responsibility for advising it with respect to the planning implementation and evaluation of the project.

How?

- Provide opportunity to be heard through
  - surveys
  - letters
  - home visits
  - parent nights
  - others

An L.E.A. shall provide, without charge, to its P.A.C., and upon request, to each member of the P.A.C. Copies of the federal Rules/Regulations and Guidelines
How?

One copy to the P.A.C. chairperson
  - a sheet should be passed out to members of P.A.C. if they are interested in receiving a copy of rules/regulations

Each L.E.A. shall provide, without charge, to its parent advisory council any report resulting from federal or state auditing, monitoring, or evaluation of the local project.

How?

- A copy submitted to the P.A.C. chairperson with possibly an oral explanation.

Each L.E.A. shall provide for training the members of its P.A.C. to carry out their responsibilities. The training program.
- must be planned in full consultation with member of the P.A.C.
- must provide each member of the P.A.C. with appropriate training materials
- may be supported by migrant education funds, including the expenses associated with the attendance of members at training sessions may be supported by migrant education funds.
  - this may include stipeneds for parents (see comments on Federal Register Pg. 22675-22676)

How?

The expenses can be written into your program application for funds.

Training of parents can be coordinated with the resource center

Note: Documentations should be kept on P.A.C. activities.

DUTIES OF THE P.A.C.

1. REVIEW AND APPROVE THE STATE AND/OR LOCAL APPLICATION.

2. MAKE RECOMMENDATIONS AS TO THE SERVICES REQUIRED TO MEET THE NEEDS OF MIGRANT CHILDREN.

3. ASSIST IN PROGRAM EVALUATION.

4. ASSIST IN IDENTIFYING AND RECRUITING STUDENTS.

5. ASSIST IN CONDUCTING NEEDS ASSESSMENTS.

6. ASSIST IN DEVELOPING BETTER SCHOOL/COMMUNITY RELATIONS.

RESPONSABILIDADES DEL PAC

1. REVISAR Y APROVAR APLICACIÓNES ESTATALES Y LOCALES.

2. HACER RECOMENDACIÓNES ACERCA DE LOS SERVICIOS REQUERIDOS A CUMPLIR LAS NECESIDADES DE LOS ESTUDIANTES MIGRATORIOS.

3. ASISTIR EN LA EVALUACIÓN DEL PROGRAMA.

4. ASISTIR EN LA IDENTIFICACIÓN Y RECLUTACIÓN DE ESTUDIANTES MIGRATORIOS.

5. ASISTIR EN CONDUCIR INVESTIGACIÓNES DE LAS NECESIDADES.

6. ASISTIR EN EL DESAROLLO DE RELACIONES ENTRE LA ESCUELA Y LA COMUNIDAD.

RESPONSIBILITIES OF THE OPERATING AGENCY

1. PROVIDING COMMITTEE MEMBERS WITH MATERIALS AND INFORMATION NECESSARY TO EFFECTIVELY PARTICIPATE IN PLANNING, DEVELOPING, OPERATING AND EVALUATING TITLE I-M PROGRAMS.

2. PROVIDING THE COMMITTEE WITH MATERIALS AND SECRETARIAL SERVICES NECESSARY FOR IT TO FUNCTION EFFECTIVELY.

3. PROVIDING COMFORTABLE ACCOMODATIONS FOR THE COMMITTEE MEETINGS.

4. ESTABLISHING AND MAINTAINING COMMUNICATION PROCEDURES BY WHICH THE COMMITTEE AND THE PARENTS CAN INFORM THE SCHOOL PERSONNEL OF ITS CONCERNS AND RECOMMENDATIONS.

5. ESTABLISHING AND OUTLINING FOR THE COMMITTEE MEMBERS AND PARENTS THE PROCEDURES FOR HANDLING COMPLAINTS FROM THE COMMUNITY.

6. PROVIDING THE COMMITTEE MEMBERS WITH TITLE I-M GUIDELINES, REGULATIONS AND PROJECT PROPOSALS.

7. PROVIDE NECESSARY TRAINING TO THE COMMITTEE MEMBERS.

RESPONSABILIDADES DE LAS AGENCIAS OPERANTES

1. PROVEER A LOS MIEMBROS DEL COMITÉ CON MATERIALES E INFORMACIÓN NECESARIA PARA PARTICIPAR ACTIVAMENTE EN EL PLANEAMIENTO, DESARROLLO Y LA EVALUACIÓN DE LOS PROGRAMAS TÍTULO I-M.

2. PROVEER AL COMITÉ CON MATERIALES Y SERVICIOS SECRETARIALES NECESARIOS PARA FUNCIONAR MÁS EFECTIVO.

3. PROVEER LUGARES CÓMODOS PARA LAS REUNIONES DEL COMITÉ.

4. ESTABLECER Y MANTENER PROCEDIMIENTOS DE COMUNICACIÓN EN EL CUAL EL COMITÉ Y LOS PADRES PUEDAN COMUNICAR SUS PREOCUPACIONES Y RECOMENDACIONES A LOS EMPLEADOS DE LAS ESCUELAS.

5. ESTABLECER Y ANOTAR PARA LOS MIEMBROS DEL COMITÉ Y LOS PADRES LOS PROCEDIMIENTOS PARA TRATAR LAS QUEJAS DE LA COMUNIDAD.

6. PROVEER A LOS MIEMBROS DEL COMITÉ CON LOS REGLAMENTOS Y LEYES DEL TÍTULO I-M Y LOS PRESUPUESTOS.

7. PROVEER ENTRENAMIENTO PARA LOS MIEMBROS DEL COMITE.

DUTIES OF THE PRESIDENT

1. CALL THE MEETING TO ORDER.

2. KEEP CALM AT ALL TIMES.

3. MAINTAIN ORDER.

4. HAVE THE AGENDA BEFORE HIM AND PROCEED IN A BUSINESS MANNER.

5. KNOW PARLIAMENTARY LAW AND BE FAMILIAR WITH THE CONSTITUTION AND BY-LAWS.

6. KEEP A LIST OF COMMITTEES ON TABLE WHILE PRESIDING.

7. TO TALK NO MORE THAN NECESSARY WHILE PRESIDING.

8. TO BE ABSOLUTELY FAIR AND IMPARTIAL.

9. TO PUT ALL MOTIONS TO VOTE AND GIVE RESULTS.

10. TO SIGN ALL DOCUMENTS WHEN NECESSARY.

Responsabilidades Del Presidente

1. PRINCIPIAR LA JUNTA A TIEMPO.

2. MANTENER SU CALMA A TODO TIEMPO.

3. MANTENER EL ORDEN.

4. TENER LA AJENDA ENFRENTE Y CONDUCTAR LA JUNTA EN UNA MANERA DE NEGOCIO.

5. TENER UN ENTENDIMIENTO BASICO DE LOS PROCEDIMIENTOS PARLAMENTARIOS Y COMPRENDER LAS LEYES ITEMAS DEL CONCILIO.

6. TENER UNA LISTA DE LOS COMITES.

7. NO HABLAR MAS DE LO NECESARIO AL ESTAR CONDUCIENDO LA JUNTA.

8. SER HONESTO Y PAREJO CON TODOS LOS MIEMBROS.

9. PONER TODAS LAS MOCIONES A VOTO Y ANUNCIAR LOS RESULTADOS DEL VOTO.

10. FIRMAR TODO LOS DOCUMENTOS CUANDO SEA NECESARIO.

WHY DO WE NEED TO SET STANDARDS AT PAC MEETINGS?

WHY IS AN AGENDA NECESSARY ?

- IT CAN PROVIDE ORDER
- IT CAN SET TIME LIMITATIONS
- IT CAN PROVIDE FOR ACTION ITEMS
- IT CAN PROVIDE FOR INFORMATION ITEMS
- IT CAN PROVIDE FOR CONSENT GROUPING
- IT CAN PROVIDE FOR TREASURER REPORTS
- IT CAN PROVIDE FOR ADJOURNMENT

¿ PORQUE ES LA AJENDA NECESARIO ?

- PUEDE PROVEER ORDEN
- PUEDE PROVEER LIMITACIONES EN TIEMPO
- PUEDE PROVEER TIEMPO PARA NEGOCIOS DE ACCÍON
- PUEDE PROVEER TIEMPO PARA NEGOCIOS INFORMATIVOS
- PUEDE PROVEER TIEMPO PARA VOTO DE NEGOCIOS EN GRUPO
- PUEDE PROVEER TIEMPO PARA REPORTE DEL TESORERO
- PUEDE PROVEER QUE TERMINE LA JUNTA

TYPICAL MEETING AGENDA

1. CALL TO ORDER
2. OPENING CEREMONIES
3. QUORUM CHECK
4. READING AND APPROVAL OR CORRECTION OF MINUTES
5. TREASURERS REPORT
6. CORRESPONDENCE REQUIRING NO ACTION
7. REPORT OF BOARD
8. REPORTS OF OFFICERS
9. STANDING COMMITTEE REPORTS
10. SPECIAL COMMITTEE REPORTS
11. UNFINISHED BUSINESS
12. NEW BUSINESS
13. ADJOURNMENT

This section pertains to procedures on how to conduct meetings. The terminology in Spanish does not necessarily have to be used, however, the terminology that is decided on should be by consensus.

The section deals with a variety of motions and procedures for deciding the outcome of the motion.

There are four (4) types of motions, 1.) main, 2.) incidental, 3.) subsidiary and 4.) priviledged. The section on parliamentary procedures will define the mtoions and give you some examples.

Esta sección se refiere a los procedimientos de como conducir juntas. Los términos que se usan en la guía no se tienen que usar en sus juntas, pero, si cambian términos, todos los miembros tienen que estar de acuerdo.

La sección contiene una variedad de mociones y procedimientos para decidir el resultado de la moción.

Hay cuatro (4) tipos de mociones 1.) principal, 2.) casuales, 3.) subsidiarias y 4.) privilegadas. La sección defina las mociones y les da ejemplos.

THE SITUATION

1. YOU WANT THE GROUP TO MAKE A DECISION.

   EXAMPLES: HAVE A DANCE.

   PLAN A BAKE SALE.

THE MEMBER SAYS

I MOVE THAT WE . . . . . .

EXAMPLE: I MOVE THAT WE HAVE A DANCE ON MARCH 11.

THIS IS CALLED A MAIN MOTION. ONLY ONE ON THE FLOOR AT A TIME.

THE CHAIRMAN

1. REPEATS MOTION AND CALLS FOR A SECOND.
2. REPEATS MOTION AND CALLS FOR DISCUSSION.
3. CALLS UPON PEOPLE WHO WANT TO DISCUSS.
4. WHEN DISCUSSION ENDS, REPEATS MOTION AND CALLS FOR A VOTE.
5. ANNOUNCES RESULT OF VOTE.

THE SITUATION

2. YOU WANT TO MAKE A SMALL CHANGE IN A MOTION.

THE MEMBER SAYS

I MOVE TO AMEND THE MOTION BY:

A) ADDING THE WORDS . . . .
B) STRIKING OUT THE WORDS
C) SUBSTITUTING THE WORDS . . . . FOR THE WORDS . . . .

EXAMPLE: I MOVE TO AMEND THE MOTION TO SUBSTITUTE MARCH 12 FOR MARCH 11.

THE CHAIRMAN

1. FOLLOWS SAME PROCEDURE AS ABOVE FOR MAIN MOTION.
2. AMENDMENTS ARE DECIDED BEFORE THE MAIN MOTION.
3. ONCE THE AMENDMENT IS DECIDED, RETURN TO CONSIDERATION OF THE MAIN MOTION.

THE SITUATION

3. YOU VOTED ON THE WINNING SIDE ON A MOTION BUT NOW YOU HAVE CHANGED YOUR MIND.

THE MEMBER SAYS

I MOVE TO RECONSIDER THE MOTION TO . . . . . .

THE CHAIRMAN

1. NEEDS A SECOND.
2. DEBATABLE ONLY IF THE MOTION TO BE RECONSIDERED IS DEBATABLE. MAY NOT BE AMENDED.
3. IF PASSED, RETURN TO DISCUSS AND VOTE ON THE MOTION TO BE RECONSIDERED.

THE FOLLOWING ARE INCIDENTAL MOTIONS WHICH CAN BE MADE WHEN MAIN MOTIONS ARE UNDER CONSIDERATION. THEY ARE OF EQUAL RANK TO EACH OTHER.

THE SITUATION

4. YOU THINK THE CHAIRMAN HAS MADE A MISTAKE IN DECIDING IF A MOTION PASSED OR DID NOT PASS ON THE BASIS OF A VOICE VOTE.

THE MEMBER SAYS

I CALL FOR A DIVISION OF THE HOUSE.

THE CHAIRMAN

1. SAYS: A DIVISION OF THE HOUSE HAS BEEN CALLED FOR.

   ALL IN FAVOR OF THE MOTION:

   A) RAISE YOUR HAND (OR)
   B) STAND UP (OR)
   C) MOVE TO ONE SIDE OF THE ROOM.

   ALL THOSE OPPOSED TO THE MOTION: (SAME AS A, B, OR C)

2. COUNTS VOTES AND GIVES THE RESULT.

THE SITUATION

5. YOU THINK THE CHAIRMAN HAS MADE A MISTAKE IN FOLLOWING THE RULES OF PROCEDURE.

THE MEMBER SAYS

"POINT OF ORDER, MR. CHAIRMAN."

THIS IS ONE OF THE FEW TIMES YOU MAY BREAK IN AND INTERRUPT ANOTHER SPEAKER, EVEN THE CHAIRMAN.

THE CHAIRMAN

1. SAYS: "STATE YOUR POINT."
2. LISTENS TO WHAT THE MEMBER SAYS, DECIDES IF HE IS RIGHT, CORRECTS HIS MISTAKE, AND GOES ON WITH THE MEETING.

IF YOU HAVE A PARLIAMENTARIAN, HE GIVES ADVICE TO THE CHAIRMAN IN THIS TYPE OF SITUATION.

THE FOLLOWING SUBSIDIARY MOTIONS MAY BE MADE WHEN OTHER MOTIONS ARE ON THE FLOOR. THE LOWER THE MOTION IS LISTED BELOW, THE MORE IMPORTANCE IT HAS. A LOWER MOTION MAY BE MADE WHILE A HIGHER MOTION IS UNDER CONSIDERATION, BUT NOT THE REVERSE. THESE ARE MOTIONS WHICH AFFECT WHAT IS DONE WITH MAIN MOTIONS.

THE SITUATION

6. THE GROUP IS BOGGED DOWN ABOUT SOME MATTER WHICH IS NOT URGENT, AND YOU WANT TO GET ON WITH THE MEETING, OR YOU THINK MORE INFORMATION OR STUDY IS NEEDED BEFORE THE MATTER IS DECIDED.

THE MEMBER SAYS

I MOVE THAT WE REFER THE MATTER TO A COMMITTEE.

THE CHAIRMAN

1. SAYS: IT HAS BEEN MOVED THAT WE REFER THE MATTER TO A COMMITTEE.
2. HANDLE LIKE A MAIN MOTION (#1)
3. IF THIS MOTION PASSES, REFER THE MATTER TO AN EXISTING COMMITTEE OR APPOINT A NEW ONE.

THE SITUATION

7. YOU DON'T THINK THE GROUP IS READY TO MAKE UP ITS MIND, AND IT WOULD BE BETTER TO WAIT UNTIL A LATER MEETING TO DO SO.

THE MEMBER SAYS

I MOVE THAT WE POSTPONE THIS MATTER UNTIL THE NEXT MEETING (OR SOME OTHER MEETING).

THE CHAIRMAN

1. HANDLE LIKE A MAIN MOTION.
2. MAY BE AMENDED.
3. ONLY NEEDS MAJORITY VOTE.
4. IF PASSED, PUT ON AGENDA FOR THE MEETING STATED IN THE MOTION TO POSTPONE.

THE SITUATION

8. THE DEBATE DRAGS ON, AND YOU ARE SURE THAT EVERYBODY HAS MADE UP HIS MIND. YOU WANT TO END THE DEBATE.

THE MEMBER SAYS

I MOVE THE PREVIOUS QUESTION.

THE CHAIRMAN

1. SAYS: THE PREVIOUS QUESTION HAS BEEN MOVED.
2. REQUIRES A SECOND.
3. NO DEBATE.
4. TWO THIRDS VOTE TO PASS.

THIS IS A VOTE TO VOTE. IF IT PASSES, VOTE ON THE MAIN MOTION. IF IT FAILS, CONTINUE DEBATE ON MAIN MOTION.

THE SITUATION

9. YOU WISH TO QUICKLY GET RID OF A MOTION WHICH YOU DON'T LIKE, AND WHICH YOU THINK HAS LITTLE CHANCE TO PASS.

THE MEMBER SAYS

I MOVE TO LAY THE QUESTION ON THE TABLE.

THE CHAIRMAN

1. SAYS: IT HAS BEEN MOVED TO LAY THE QUESTION ON THE TABLE.
2. REQUIRES A SECOND.
3. NO DEBATE.
4. MAJORITY NEEDED TO PASS.
5. IF PASSED, THERE IS NO FURTHER ACTION ON THE MAIN MOTION.

THE FOLLOWING ARE PRIVILEGED MOTIONS WHICH MAY BE MADE WHEN ANY OTHER MOTION IS ON THE FLOOR.

THE SITUATION

10. YOU WANT THE GROUP TO TAKE A SHORT BREAK.

THE MEMBER SAYS

I MOVE THAT WE RECESS UNTIL . . . . . .

(TIME)

THE CHAIRMAN

1. REQUIRES A SECOND.
2. MAY BE AMENDED BUT NO DEBATE.
3. MAJORITY NEEDED TO PASS.
4. IF PASSED, RECESS UNTIL TIME STATED.

THE SITUATION

11. YOU WANT THE MEETING TO END.

THE MEMBER SAYS

I MOVE THAT WE ADJOURN.

THE CHAIRMAN

1. REQUIRES A SECOND.
2. NO DEBATE.
3. MAJORITY NEEDED TO PASS.
4. IF PASSED, MEETING ENDS.

LA SITUACIÓN

1. USTED DESEA QUE EL GRUPO HAGA UNA DECISIÓN.

   EJEMPLOS: TENER UN BAILE.

   PLANEAR UNA VENTA DE PASTELES.

LOS MIEMBROS DICEN

SUGIERO QUE NOSOTROS . . . . . .

EJEMPLO: SUGIERO QUE TENGAMOS UN BAILE EL 11 DE MARZO.

ESTO SE LLAMA "SUGERENCIA PRINCIPAL" SOLAMENTE UNA A LA VÉZ.

EL PRESIDENTE

1. REPITA LAS SUGERENCIAS Y ESPERE PARA SABER QUIEN LA APOYA.
2. REPITA LA SUGERENCIA Y MOTIVE A LA DISCUSIÓN.
3. CUANDO TERMINE LA DISCUSIÓN REPITA LA SUGERENCIA Y SE HACE LA VOTACIÓN.

LA SITUACIÓN

2. USTED DESEA HACER UN PEQUEÑO CAMBIO A ESA SUGERENCIA.

LOS MIEMBROS DICEN

SUGIERO UNA CORRECIÓN O MEJORAMIENTO A ESTA SUGERENCIA:

A) AGREGANDOLE LAS SIGUIENTES PALABRAS . . . .
B) TACHANDOLE LAS SIGUIENTES PALABRAS . . . .
C) SUSTITUYENDO ESTAS PALABRAS . . . . POR ESTAS OTRAS . . . .

EJEMPLO: SUGIERO UNA CORRECCIÓN EN LA FECHA. EN LUGAR DE SER EL 11 DE MAYO QUE SEA EL 12.

EL PRESIDENTE

1. SIGA EL PROCEDIMIENTO ANTERIOR PARA LA SUGERENCIA PRINCIPAL.
2. LAS CORRECCIONES SON DECIDIDAS, ANTES DE LA SUGERENCIA FINÁL.
3. UNA VEZ QUE LAS CORRECCIONES SON DECIDIDAS, VUELVA A QUE SE CONCIDERÉ LA SUGERENCIA PRINCIPAL.

LA SITUACIÓN

3. USTED VOTE POR LA DECISIÓN QUE HA SIDO LA DEFINITIVA PERO AHORA HA CAMBIADO DE IDEA.

LOS MIEMBROS DICEN

ACONSEJO QUE SE RE-CÓNSIDERE LA SUGERENCIA FINÁL.

EL PRESIDENTE

1. QUIÉN APOYA ESTE CAMBIO.
2. DEBATE, SI ES NECESARIO. MAS NO UN NUEVO CAMBIO.
3. SI ES ACEPTADA, DISCUTASE Y HAGASE LA VOTACIÓN.

LAS SIGUIENTES SON PROPUESTAS CASUALES LAS CUALES PUEDEN SER HECHAS CUANDO LA PROPOSICIÓN PRINCIPAL ESTA BAJO CONSIDERACIÓN. ESTAN EN UN MISMO NIVEL CON RESPECTO UNAS A OTRAS.

LA SITUACIÓN

4. USTED CREE QUE EL PRESIDENTE A COMETIDO UN ERROR EN LAS VOTACIONES, AFECTANDO LA ACEPTACIÓN O EL RECHAZO DE CIERTA PROPOSICIÓN.

LOS MIEMBROS DICEN

SUGIERO UNA DIVISIÓN ENTRE LOS MIEMBROS DE LA MESA DIRECTIVA.

EL PRESIDENTE

1. SE DIRÁ: UNA DIVISIÓN ENTRE LOS MIEMBROS DE LA MESA DIRECTIVA. TODOS LOS QUE ESTAN A FAVOR.
   - A) LEVANTEN LA MANO (Ó)
   - B) LEVANTENSE (Ó)
   - C) DIRIJANSE HACIA ESE EXTREMO DEL SALÓN.

   TODOS LOS QUE ESTAN EN CONTRA (EL MISMO PROCEDIMIENTO DE A) B) Ó C).
2. CUÉNTESE LOS VOTOS Y ACTÚESE SEGÚN LOS RESULTADOS.

LA SITUACIÓN

5. USTED CONSIDERA QUE EL PRESIDENTE HA COMETIDO UN ERROR EN EL PROCESO.

LOS MIEMBROS DICEN

SUPLICO QUE SE HAGA UN ALTO EN ESTA JUNTA SR. PRESIDENTE.

ESTA ES UNA DE LAS POCAS VECES EN LAS QUE USTED PUEDE INTERRUMPIR LA SESIÓN AUNQUE SEA EL PRESIDENTE EL QUE ESTE HABLANDO.

EL PRESIDENTE

1. "PONGA SU CONSIDERACIÓN" SE DICE:
2. ESCUCHE QUE ES LO QUE EL MIEMBRO TIENE QUE EXPONER; DECIDA SI ESTA EN LO CORRECTO; CORRIJA SUS ERRORES Y, CONTINÚE CON LA JUNTA.

LAS SIGUIENTES SUGERENCIAS SUBSIDIARIAS PUEDEN SER HECHAS CUANDO OTRAS SUGERENCIAS AUN ESTAN EN PROCESO. LA ÚLTIMA SUGERENCIA SERA CONSIDERADA LA MAS IMPORTANTE. LA ÚLTIMA Ó LA MENOS IMPORTANTE PUEDE SER HECHA MIENTRAS LA SUGERENCIA DE MAS VALOR ESTA EN CONSIDERACIÓN, PERO ESTO NO PUEDE HACERSE A LA INVERSA. ESTAS SON SUGERENCIAS LOS CUALES PUEDEN AFECTAR LAS QUE SE CONSIDERABAN COMO PRINCIPALES.

LA SITUACIÓN

6. EL GRUPO ESTA ESTANCADO EN UN ASUNTO QUE NO REQUIERE TANTA ATENCIÓN. Y USTED QUIERE CONTINUAR CON LA JUNTA Y CONSIDERA QUE ESE ASUNTO NECESITA MAS ESTUDIO O UNA MAYOR INFORMACIÓN ÁNTES DE TOMAR UNA DECISIÓN.

LOS MIEMBROS DICEN

YO SUGIERO QUE SE ESCOJA UN COMITE PARA ESE ASUNTO.

EL PRESIDENTE

1. DICE: SE SUGIERE QUE EL ASUNTO SEA LLEVADO A UN COMITÉ.
2. SIGASE EL PROCESO (1).
3. SI ESTA SUGERENCIA ES ACEPTADA, SE LA DA AL COMITÉ Ó SE SEÑALA UNO NUEVO.

LA SITUACIÓN

7. CONSIDERE QUE EL GRUPO NO VA A LLEGAR A UNA DECISIÓN FINÁL EN ESE MOMENTO, POR LO TANTO PIENSA QUE ES MEJOR TRATARLO EN OTRA OCACIÓN.

LOS MIEMBROS DICEN

SUGIERO QUE SE POSPONGA ESTE ASUNTO PARA LA PRÓXIMA JUNTA (Ó PARA OTRA JUNTA)

EL PRESIDENTE

1. MANEJESE COMO SUGERENCIA PRINCIPAL.
2. PUEDE SER CORREJIDA.
3. SE NECESITA LA MAYORIÁ DE VOTOS
4. SI ES ACEPTADA, ANOTECE EN EL ACTA QUE EL ASUNTO SE TRATARÁ EN LA PRÓXIMA JUNTA COMO COMIENZO DE LA JUNTA.

LA SITUACION

8. EL DEBATE SE PROLONGA Y USTED ESTA SEGURO QUE TODOS HAN DECIDIDO. USTED DESEA QUE SE TERMINE EL DEBATE.

LOS MIEMBROS DICEN

SUGIERO LA PREGUNTA ANTERIOR

EL PRESIDENTE

1. DICE: LA PREGUNTA ANTERIOR HA SIDO SUGERIDA.
2. QUIEN APOYA ESTA PETICIÓN.
3. NO SE HACE DEBATE.
4. MAYORÍA DE VOTOS
5. SI HAY MAYORIA DE VOTOS NO SE HACE NADA MAS.

LAS SIGUIENTES SON SUGERENCIAS PRINCIPALES LAS CUALES DEBERÁN SER HECHAS CUANDO NO HAY NINGUNA SUGERENCIA EN PROCESO.

LA SITUACIÓN

10. USTED DESEA QUE EL GRUPO TOME UNOS MINUTOS DE DESCANSO.

LOS MIEMBROS DICEN

SUGIERO QUE HAYA UN DESCANSO DE _____ A LAS _____
HORA

EL PRESIDENTE

1. QUIÉN APOYA ESTA PETICIÓN.
2. PUEDE SER CORREJIDA PERO NO DISCUTIDA.
3. MAYORÍA DE VOTOS.
4. SI SE ACCEPTA. LLEVESE A CABO.

LA SITUACIÓN

11. USTED DESEA QUE LA JUNTA TERMINE.

LOS MIEMBROS DICEN

SUGIERO QUE SE LEVANTE LA SESIÓN.

EL PRESIDENTE

1. APOYO
2. NO DEBATES
3. MAYORIA DE VOTOS.
4. SI SE ACEPTA. LLEVESE A CABO.

45

SOME TIPS IN TRAINING PARENTS

1. IT SHOULD BE DONE BY AN OUTSIDE SOURCE.

2. IT SHOULD BE AS INFORMAL AS POSSIBLE.

3. IT SHOULD BE RELATED TO PARENT QUESTIONS AND CONCERNS.

4. THAT IT BE ONGOING IN THE CONTENT OF REGULAR PAC MEETINGS.

UNOS CONSEJOS
EN EL ENTRENAMIENTO DE PADRES

1. SE DEBE DE HACER CON PERSONAS AFUERA DEL PROGRAMA.

2. SE DEBE DE HACER TAN INFORMAL COMO ES POSIBLE.

3. DEBE DE ESTAR EN RELACION CON LAS PREGUNTAS Y CONOCIMIENTOS DE LOS PADRES.

4. DEBE DE SER CONTINUADO EN LAS JUNTAS DEL PAC.

SUGGESTED STRATEGIES
FOR
EFFECTIVE PARENT INVOLVEMENT

CoMERC 1981
830 S. LINCOLN
LONGMONT, COLORADO 80501

INTRODUCTION

The following are some suggestions on how to improve parental involvement in the Migrant Education Program. The suggested ideas came about from a national institute held for Title VII Bilingual Program administrators. The parent involvement component of the handbook clearly demonstrates some of the concerns that migrant program personnel have in this critical area.

PARENTAL INVOLVEMENT

Ideas and strategies for the creative and productive involvement of parents in the migrant program is a major concern of local migrant programs. Other points include a consideration of the role that parents can and should have and of their role as defined by federal regulations for parent advisory councils.

How to relate with migrant parents, how to obtain their cooperation and participation in the parent advisory council, how to assess their needs and how to train them in performing their roles are questions raised by local migrant programs.

In what sort of ways should the Parent Advisory Council be involved in a local migrant program?

Fundamentally, the parent advisory council PAC should:

A. Be supportive of the migrant program and be allowed to offer its advice and recommendations to program administrators and staff as well as to the school district.

B. Be allowed to have input into certain decisions regarding the migrant program, eg., the formulation of a program philosophy and curriculum.

C. Train its members in how to function in the social-political context in which the migrant program finds itself and in how to involve themselves effectively in the migrant programs.

What are some of the basic points that parents should be made aware of in PAC training sessions?

Parents should be brought to understand the importance of education, the issue of technology, the role of the migrant education program in the education of their children, different philosophies of learning styles and teaching styles, bilingual approaches and the positive attributes in volunteering in the classroom.

How does one begin to relate with migrant parents?

One begins by getting to know the parents and their needs. The following questions will help PAC staff in assessing parent needs.

- Do both parents work a full day?
- Where do the parents come from?
- How much education do they have?
- Do they participate in the community through church-related activities?
- Do they attend general school activities or do they tend to participate only when their own language and culture are involved?
- Are they citizens? If not, do they want or intend to become citizens?
- Do they have any knowledge of English? Are they literate in their native language?
- What values do they consider most important?
- How do their values differ from the values they find in the United States?
- Are they concerned about education and the education of their children?

What are some of the concerns that migrant parents have about the migrant program?

Parental concerns include the following:

- The language teaching policy of the school.
- The progress and school achievement of their children and what it means.
- The attitude toward and the support for their involvement in decision-making on the part of the school or school system.
- Sensitivity toward their culture and toward what their culture is about.
- Transportation and busing of children.
- Length of summer migrant programs.
- Special needs that their children may have.
- Racial and ethnic issues.

What kinds of strategies can be used to relate with migrant parents and to enlist their involvement in the PAC and the migrant program?

Some suggested strategies:

- Provide information and support to non-English speaking parents in the ares of housing and social services?
- Helping parents to identify and contact community agencies.
- Sensitizing the English-speaking community and creating trust between parents and school administrators.

- Dissemination, information through single issue newsletters (writing style should be simple, in big letters and artistically inclined parents can be employed to work on publication)
- Announcing PAC meetings on Television, Radio and Public Broadcasting stations.
- Obtaining parent input into proposals.
- Encouraging contact and mutual support among parents and program teachers.
- Instructing parents on the rights and privileges granted them by state and federal laws and regulations.
- Arranging meetings between the PAC and superintendent
- Acquainting parents with personnel in the superintendents office
- Advising parents of federal and state agencies which can give them information and support, and of professional services (to which they can refer) regarding migrant education.
- Training parents to work with other school staff as advocates of migrant and bilingual programs.

What kinds of strategies can be used to minimize and eliminate confrontations between PAC's and school districts?

- Allow parents to have input into hiring of program personnel.
- Use community agencies, teachers and administrators to assist and support parents in communicating with the school board.
- Keep parents informed through dissemination of materials and PAC guidelines
- Sensitize parents to the types of instruction given in the traditional classroom and bilingual classrooms
- Encourage parents to support both types of instruction and to assist their children.
- Obtain the active support of community agencies in promoting attendance at PAC meetings.
- Let parents assume the responsibilities of planning, conducting, announcing and recruiting for PAC meetings.
- Encourage parents whose children have been withdrawn as an active student to remain active in PAC and school activities.
- Require migrant program directors to attent PAC meetings.

SOUTH CENTRAL BOCES

CONCILIO CONSULTIVO DE PADRES MIGRATORIOS

Leyes Internas

Artículo I

Nombre

El nombre de esta organización será: El CONCILIO CONSULTIVO DE PADRES MIGRATORIOS DEL SOUTH CENTRAL BOCES, más adelante no más nombrado el CONCILIO CONSULTIVO.

Artículo II

Intención

La intención del CONCILIO CONSULTIVO será de aconsejar al personal del South Central BOCES acerca de la operación del Programa Educativo Migratorio por modo de: (1) Aconsejar sobre las necesidades de niños migratorios en la area; (2) Contribuir ideas tal como diseminar información acerca del Programa Migratorio; (3) Servir como unión entre el personal del Programa Migratorio y las familias migratorias de la area; y (4) en general, participar en planear y evaluar el programa.

Esta sección de las Leyes Internas no debe ser interpretada como dando al CONCILIO CONSULTIVO el poder de veto sobre la Administración del Programa Migratorio. El CONCILIO CONSULTIVO no más será un grupo consultivo con la responsibilidad de ayudar desarrollar los propósitos educativos y los propósitos específicos de las reglas internas. El CONCILIO CONSULTIVO no tendrá el poder de entrar en contratos en que fundos migratorios serían gastados.

Artículo III

Los Miembros

Sección 1: Composicion del CONCILIO CONSULTIVO. El CONCILIO CONSULTIVO será compuesto de ocho (8) miembros, tres (3) oficiales, y cinco (5) otros miembros. La mayoría serán padres migratorios. Otros miembros pueden participar si conocen las necesidades de niños migratorios.

Sección 2: Selección del CONCILIO CONSULTIVO. Los ocho (8) miembros del CONCILIO CONSULTIVO serán nombrados por los padres migratorios del South Central BOCES al principio del año escolar o muy pronto en seguida.

Sección 3: Duración del Término El término de cada miembro al CONCILIO CONSULTIVO será por un (1) año.

Sección 4: Derecho a Votación. Cada miembro al CONCILIO CONSULTIVO tendrá derecho a un (1) voto. Votación con poder y votación por balota ausente no serán permitidos.

Artículo IV

Oficiales

Sección 1: Oficiales. Los oficiales del CONCILIO CONSULTIVO serán un presidente, un vice-presidente, y una secretaria que será la secretaria del programa migratorio.

Sección 2: Elección y Término de oficina: Los oficiales del CONCILIO CONSULTIVO serán elegidos en la primera junta regular del CONCILIO CONSULTIVO después del principio del año escolar por mayoría voto de los miembros del CONCILIO CONSULTIVO. El término de oficina será por un (1) año.

Sección 3: Presidente: Las obligaciones del Presidente serán para: (a) presidir sobre todas las juntas regulares y especiales del CONCILIO CONSULTIVO, (b) designar todos los comites y silleteros de comites; (c) ser un miembro x-oficio de todos los comites; y (d) firmar todos los documentos pertinentes tocante las acciones del CONCILIO CONSULTIVO.

Sección 4: Vice-Presidente. Los obligacíones del Vice-Presidente serán de llevar a cabo las obligacíones del Presidente en su ausencia.

Sección 5: Secretaria: Las obligaciones de la Secretaria serán para: (a) mantener un registro exacto de las minutas de toda junta regular o especial del CONCILIO CONSULTIVO.

Artículo V

Comites

Sección 1. Comites Especiales. El Presidente nombrará tal otros comites como piensa necesario.

Artículo VI

Las Juntas

Sección 1: Juntas Regulares. El CONCILIO CONSULTIVO se reunirá el ultimo miercoles de cada mes si hay negocio.

Seccion 2: Juntas Especiales. El Presidente llamará juntas especiales según le parece necesario o a la demanda de la mayoría de los miembros del CONCILIO CONSULTIVO o por la demanda del Director Migratorio.

Sección 3: Quórum. Un quórum consistirá de una mayoría de los miembros del CONCILIO CONSULTIVO presente

Artículo VII

Autoridad Parlimentaria

Toda junta regular y especial del CONCILIO CONSULTIVO será conducida en acuerdo con el procedimiento parlamentario.

Artículo VIII

Enmiendas

Estos reglamentos internos pueden ser enmendados en cualquier junta regular o especial por mayoría voto de los miembros del CONCILIO CONSULTIVO presente y votando, dado que noticia de la enmienda propuesta se ha anunciado en la llamada para las juntas.